

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP)

Revised for School Year 2008-09

Revisions Included

School: McCormick Elementary

District: Marion 2

Principal: Rebecca P. Ford

Superintendent: Nathaniel Miller

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Summary of demographic information from 2007 Report Card:

School Profile: As of the 2006-2007 school year, McCormick Elementary School housed all students in grades 3-5 in Marion School District Two. Prior to that school year the grade structure at the school was grades 3-4. The student body was comprised of four-hundred thirty-four students. The ethnic make-up of the school was 73% African American, 23% White, 3% Hispanic, and 1% other. The socio-economic status was 85% free or reduced lunch. The gender make-up was 52% male and 48% female. The disabled population (including speech) constituted 19% of the student body. The students who were eligible for gifted and talented made up 4.5% of the student population. The attendance rate was 95.9% and the retention rate was 0.5%. The percentage of students who were older than usual for their grade was 2.8%.

During the 2006-2007 school year, there were twenty-five teachers. Of the 25 teachers, 36% held advanced degrees and 92% of them were issued continuing contracts. The teacher return rate from the previous year was 83.7%. The teacher attendance rate was 97.3% and the average salary was \$40,871.00. There was an average of 5.1 days of professional development per teacher.

The student-teacher ratio in core subjects was 22.1 to 1. The principal has been at McCormick Elementary for one year. The prime instructional time was 92%. Opportunities for the arts were rated as good. The school was accredited by SACS. The percentage of parents who attended parent conferences was 99.9%. The character development at the school was rated as good. The dollars spent per pupil was \$7, 549.00. Expenditures for instruction were 70.3% with 63.2% for teacher salaries.

PACT Data 2005-2007:

Yellow highlighted cells indicated longitudinal study beginning with 2005 third graders.

PACT: English/Language Arts (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	40.4	37.8	31.1	39.1	28.9	44.6	19.9	31.1	31.1	0.7	2.2	0.7
4	54.1	52.1	38	35.2	35	34.9	10.1	11.4	11.4	0.6	1.4	0.8
5	49.3	51	53.7	35.9	35.7	32.2	14.8	10.2	10.2	0	3.2	0.7

PACT: Mathematics (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	43.4	45.6	49.7	49.3	43.4	40.4	5.9	9.6	9.3	1.3	1.5	0.7
4	46.6	42.9	45.4	36.6	34.3	28.5	9.9	15.7	20	6.8	7.1	6.2
5	36.6	52.5	39.2	43.7	25.3	45.9	14.1	10.5	10.8	5.6	11.7	4.1

PACT: Science (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	65.1	64	72.7	27	26.5	20.8	5.9	8.1	5.2	2	1.5	1.3
4	69.6	70	62.3	20.5	21.4	24.6	6.2	3.6	7.7	3.7	5	5.4
5	63.9	71	69.3	17.7	21	20	8.2	4.9	4	10.2	3.1	6.7

PACT: Social Studies (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	49.3	48.5	37.8	43.4	39.7	50	3.9	11	10.8	3.3	0.7	1.4
4	48.4	57.9	46.9	39.8	29.3	39.2	6.8	10	12.3	5	2.9	1.5
5	58.5	65.4	73	28.6	25.9	18.9	10.2	4.3	5.4	2.7	4.3	2.7

MAP Data Spring 2007:

* **MES** – represents the average MAP RIT score by grade level at McCormick Elementary School

Grade Level	Math			Reading			Science Part 1 – Concepts & Processes			Science Part 2 – General Science		
	MES*	Nat. %**	State***	MES	Nat. %	State	MES	Nat. %	State	MES	Nat. %	State
3	194.9	25	208	189.3	24	197	188.2	10	200	189.8	17	205
4	208.4	42	215	200.3	30	209	196.8	19	204	198.4	31	205
5	217	44	227	204.5	26	216	199	15	209	200.6	25	211

** **Nat. %** - represents the National Percentile rank of MES as determined by NWEA's MAP RIT Score to Percentile Rank Conversion

*** **State** – represents the MAP RIT score correlated to scoring Proficient on PACT as determined by NWEA's South Carolina Alignment Report

Note: Three years of MAP data is not available.

Summary of process used to develop FSRP and the persons involved:

The Principal, Mrs. Rebecca Ford, submitted the following documents to the ERT members prior to their initial visit: student demographic information, PACT Data for the previous three years, most Recent MAP Data, master schedule for the school, copy of the school floor plan, and directions to the school. This information was sent to the ERT members to give them an opportunity to review and study prior to their first visit. This enabled them to have a much better knowledge and understanding of the school when they arrived.

The School Leadership Team (SLT) which consisted of the principal, curriculum coach, a third grade teacher, and the technology coach met with the ERT on January 30, 2008 to begin the process. We spent the majority of the day studying pertinent information and analyzing that data to determine the possible root causes for the school's unsatisfactory rating on their 2007 state report card. The ERT members also did a walk-through of the school. Upon completion of a comprehensive analysis of the data, the teams collaboratively determined that the three most critical areas of need are: **English Language Arts in grades three-five, reading within the African American population, and math in the disabled population.**

It was from that premise that the team members spent the remaining three days formulating their Focused School Renewal Plan (FSRP). This plan consists of time-lines, strategies, persons responsible, and evidence of completion. The three Student Achievement Focused Goals, the two Principal's Instructional Leadership Focused Goals, and the two District Administrators' Instructional Leadership Focused Goals are included below for your review.

URGENT NOTE: the following strategy in Student Achievement Goals 1 and 3 was deleted due to Budget cuts, *Provide reading intervention by a reading specialist to teach reading strategies to targeted groups of students.*

Student Achievement Goals:

- **Goal 1:**
By April 1, 2009, 15% of students in grades 3-5 will have increased their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.
- **Goal 2:**
By April 1, 2009, 10% of the students in the disabled sub-group who scored below basic on the 2007 PACT Math will have increased by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.
- **Goal 3:**
By April 1, 2009, 10% of African American students who scored basic or below basic will have increased their 2007 Reading PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Principal's Instructional Leadership Goals:

- **Goal 1:**

By April 1, 2009, 100% of core teachers at McCormick Elementary School will have demonstrated mastery in the analysis of data (MAP, PACT, and Benchmarks) as evidenced by their data portfolio. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

- **Goal 2:**

By April 1, 2009, 80% of the students in grades 3-5 will have met two or more of their MAP growth goals as measured by Spring 2008 to Spring 2009 MAP RIT score correlation.

District Administrators' Instructional Leadership Focused Goals to Increase Student Achievement:

- **Goal 1:**

By April 1, 2009 the district instructional staff will have provided academic technical assistance for 100% of core teachers to support and monitor student achievement and principal goals of the FSRP goals of McCormick Elementary. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

- **Goal 2:**

By April 1, 2009 the district instructional staff will have provided professional development for 100% of core teachers to support student achievement goals at McCormick Elementary. This will be measured by 80% of the students in grades 3-5 meeting two or more of their MAP growth individual target goals as measured by Spring 2008 to Spring 2009 MAP RIT score correlation.

Throughout the process of developing the FSRP, the principal met with each grade level lead teacher at the completion of each goal and reviewed the goals, strategies, timelines, evidence and persons responsible for implementing each strategy. The lead teachers in turn met with the grade level teams and reviewed the plan with them. The purpose of these meetings was to secure teacher input into the process. Once their input had been received, the teams reviewed and revised the FSRP to incorporate the input received from the teachers into the plan.

The principal also met with representatives from the School Improvement Council and Parent Teacher Organization and shared the draft copies of the FSRP with them. Once they reviewed them and gave their input, the two teams revisited and revised the FSRP to incorporate the input given by the respective parent groups.

The district contact persons, Nancy Graham (Director of Instruction) and Penny Hayes (Elementary Curriculum Coordinator), worked with the SLT and the ERT to review the FSRP. They provided feedback to the team before and after writing the district's goals. This enables the committee to strengthen the plan and reflect the district's role in the implementation and achievement of the FSRP. The principal then reviewed the completed packet of information contained in the FSRP with the entire faculty and secured their final input and approval.

Narrative:

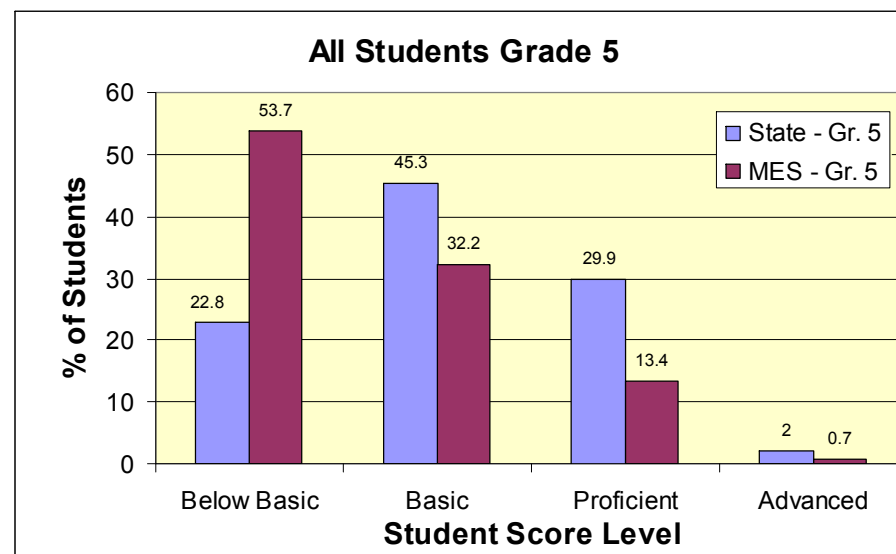
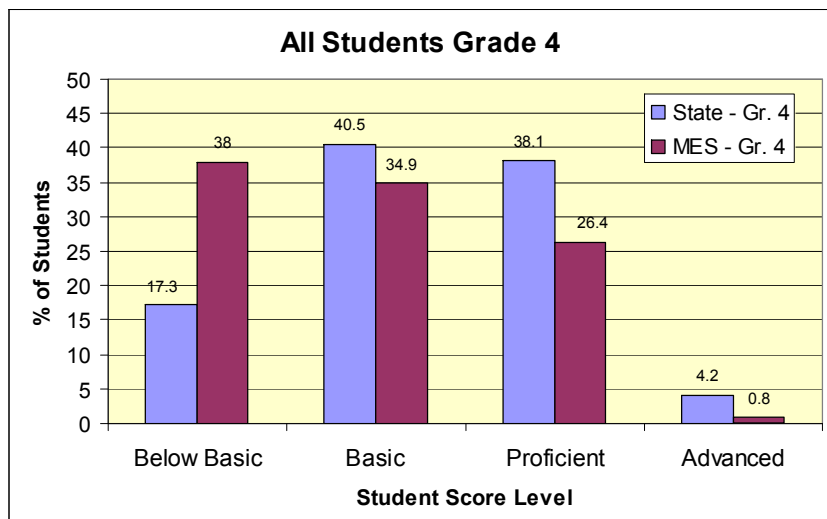
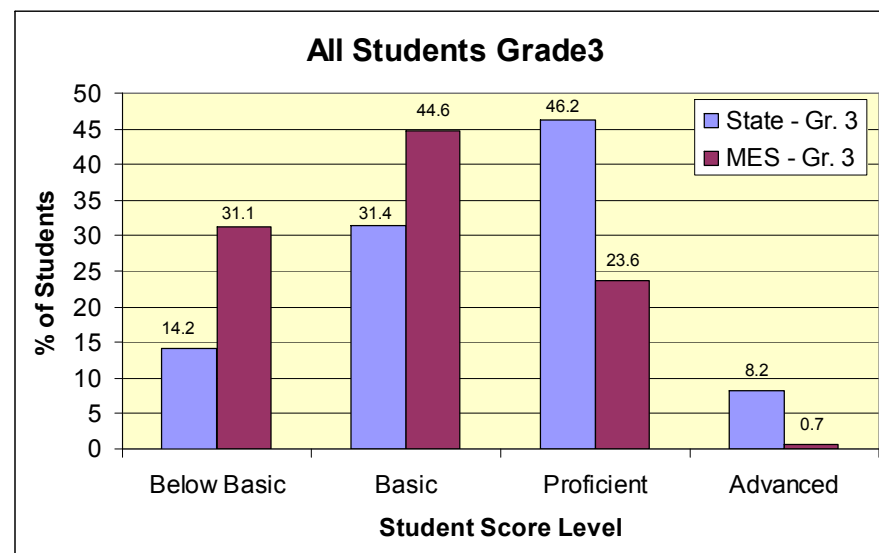
Student Achievement Focused Goal 1:

By April 1, 2009, 15% of students in grades 3-5 will have increased their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Rationale:

After extensive analysis and review of all pertinent data by the External Review Team and School Leadership Team, it was determined that English Language Arts is a school-wide (grades 3-5) area of concern. The most recent PACT test data revealed that more than 72% of all students scored Basic or Below Basic on the 2007 ELA PACT. Subsequently, the ERT and SLT concluded that in order for McCormick Elementary School to meet the 0.3 point gain (expected progress) by the 2010 report card, this goal is essential for student growth.

PACT ELA 2007			
	Grade 3	Grade 4	Grade 5
Below Basic	31.1%	38%	53.7%
Basic	44.6%	34.9%	32.2%
Total	75.7%	72.9%	85.9%



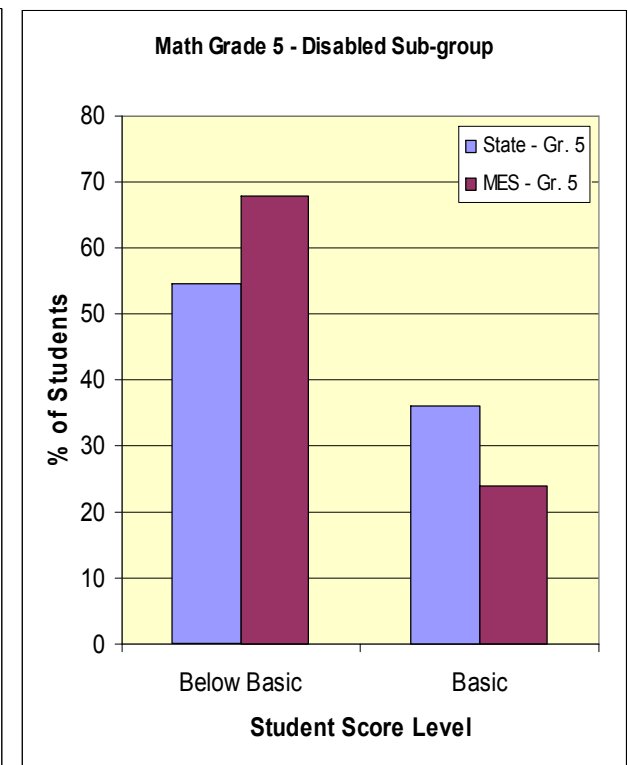
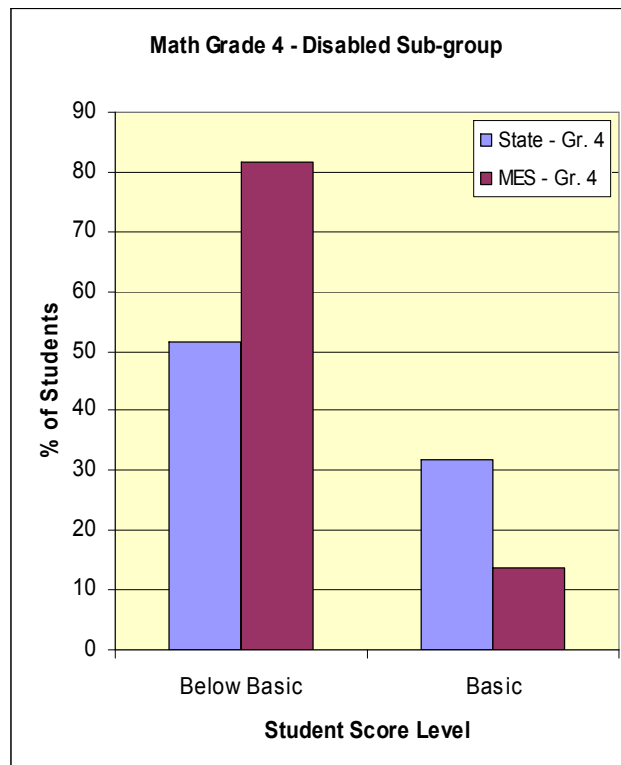
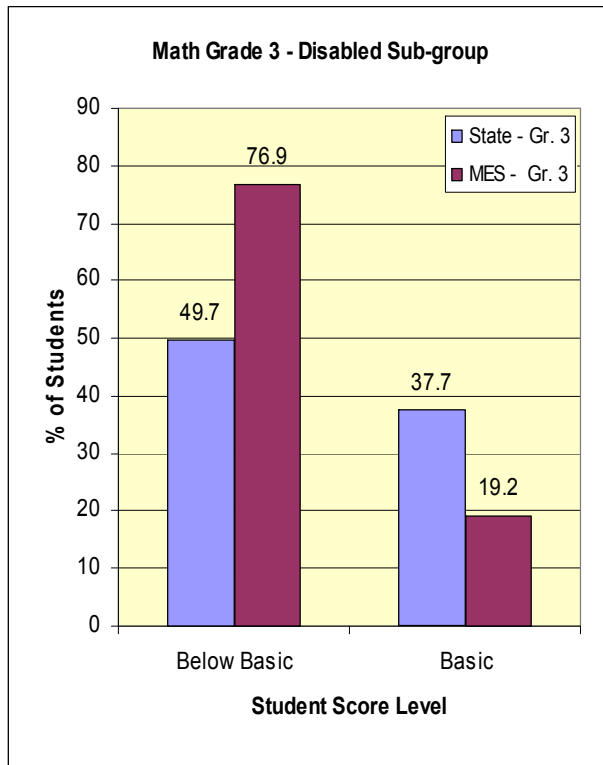
Student Achievement Focused Goal 2:

By April 1, 2009, 10% of the students in the disabled sub-group who scored below basic on the 2007 PACT Math will have increased by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Rationale:

As we continued our in-depth analysis of test data, the ERT and SLT members determined that another area of major concern is the disabled student population at McCormick Elementary. According to the most recent PACT test data, more than 93% of the disabled population scored basic or below basic on the 2007 Math PACT. The disabled sub-group makes up 19% of the school's population.

PACT MATH 2007 Disabled Sub-group			
	Grade 3	Grade 4	Grade 5
Below Basic	76.9%	81.8%	68%
Basic	19.2%	13.6%	24%
Total	96.1	95.4%	92%



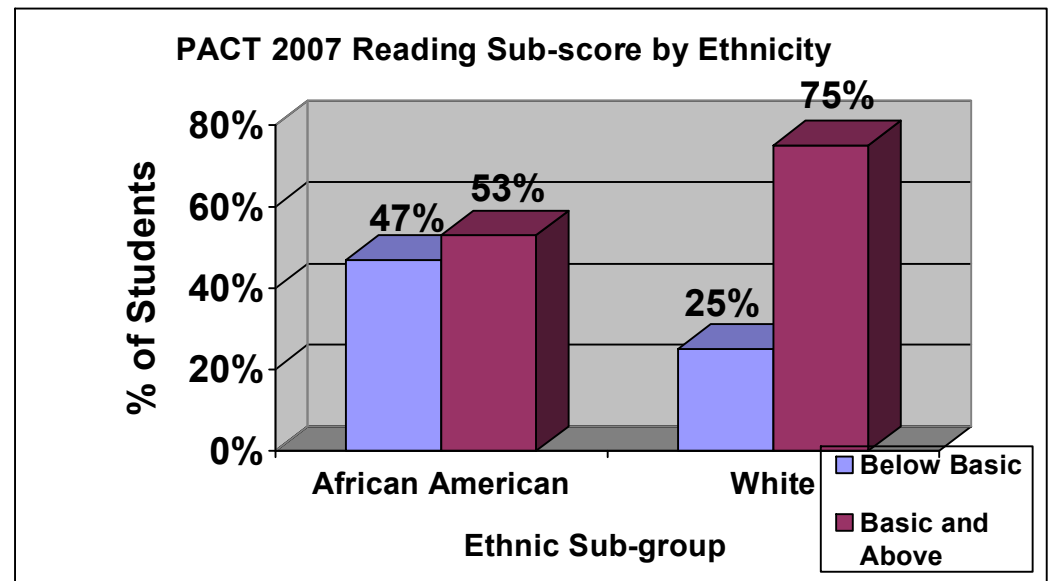
Student Achievement Focused Goal 3:

By April 1, 2009, 10% of African American students who scored basic or below basic will have increased their 2007 Reading PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Rationale:

Upon extensive review of the test data, the ERT and SLT members probed deeper into the student sub-groups and ELA sub-scores and determined that Reading in the African American population in grades 3-5 is also a great concern. Based on the most recent PACT test data 47% of the African American population scored below basic, as compared to 25% of the white student population, on the 2007 ELA Reading sub-score. The African American sub-group constitutes 73% of our school's population.

PACT 2007 Reading Sub-score by Ethnicity		
	African American	White
Below Basic	47%	25%
Basic and Above	53%	75%
*Note: Other ethnic groups do not have sufficient student counts to report as a sub-group.		



Principal's Instructional Leadership Focused Goal 1:

By April 1, 2009, 100% of core teachers at McCormick Elementary School will have demonstrated mastery in the analysis of data (MAP, PACT, and Benchmarks) as evidenced by their data portfolio. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Rationale:

Based on a survey given to teachers, using the 2006-2007 school year as a baseline, 58% reported that they were less than confident with their proficiency in disaggregating data. The survey also revealed that 50% of the faculty lacked the necessary confidence in analyzing data. Therefore, there is a need to provide staff development opportunities and technical assistance to substantially increase their proficiency in the use of data to drive instruction within the classroom.

Principal's Instructional Leadership Focused Goal 2:

By April 1, 2009, 80% of the students in grades 3-5 will have met two or more of their MAP growth goals as measured by spring 2008 to spring 2009 MAP RIT score comparisons.

Rationale:

Upon review of the 2006-2007 MAP growth goal setting data, teachers reported that only 60% of all students in grades 3-5 met two or more of their goals. The ERT and SLT members determined that there was a need to establish a goal that would substantially increase the percentage of students who meet two or more of their MAP growth goals which will have a direct impact on PACT performance.

District Administrators' Instructional Leadership Focused Goal 1:

By April 1, 2009 the district instructional staff will have provided academic technical assistance for 100% of core teachers to support and monitor student achievement and principal goals of the FSRP goals of McCormick Elementary. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

Rationale:

Based on former learning walks (classroom observations) at McCormick Elementary, district administrators have noted discrepancies in levels of rigor exhibited among classroom teachers and the delivery of instruction. Additionally, it was noted that the level of expectations for student performance varied among these teachers. The ERT, SLT, and district administrators determined that the above goal will enable teachers to incorporate rigor and higher expectations into their daily instruction.

District Administrators' Instructional Leadership Focused Goal 2:

By April 1, 2009 the district instructional staff will have provided academic technical assistance for 100% of core teachers to support and monitor student achievement and principal goals of McCormick Elementary. This will be measured by 80% of the students in grades 3-5 meeting two or more of their MAP growth individual target goals as measured by Spring 2008 to Spring 2009 MAP RIT score correlation.

Rationale:

The district administrators of Marion District Two have determined via interviews, teacher and principal conferences, and data reviews that on-going professional development activities are needed to improve teacher performance and student achievement.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

July 2008

- Conduct IEP Conferences
- Unit Planning work sessions
- Review and analyze preliminary PACT data

August 2008

- Professional Development on Reading Instruction
- Professional Development on Learning Walks
- Professional Development on Positive Behavior Support Model
- Data Analysis Workshop
- Develop and implement student incentive program (based on MAP improvement)

September 2008

- Professional Development on Standards Support Institute
- Professional Development on Using DesCartes Continuum of Learning
- Fall MAP Administration (Benchmark)
- Implement Compass Learning Odyssey software program
- Implement weekly cold text assessments
- Provide reading interventions to targeted groups
- Conduct one-on-one student led goal setting conferences
- Conduct monthly learning walks

October 2008

- Analysis and disaggregation of Fall MAP data
- Regroup students based on MAP RIT Scores
- Implement after-school program
- Implement the Achieve 3000 software program
- Professional development on differentiation of instruction
- Continue monthly learning walks

October 2008 (continued)

- Conduct monthly book talks on best practices
- Continue weekly cold text assessments
- Provide reading interventions to targeted groups

November 2008

- Winter MAP Administration (Benchmark)
- Continue monthly learning walks
- Continue monthly book talks on best practices
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

December 2008

- Analysis and disaggregation of Winter MAP data
- Conduct mini one-on-one student led goal setting conferences
- Continue monthly learning walks
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

January 2009

- Professional Development on Reading Instruction
- Professional Development on Differentiation
- Continue monthly learning walks
- Conduct monthly book talks on best practices
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

February 2009

- Analysis and disaggregation of Spring MAP data
- Conduct mini one-on-one student led goal setting conferences
- Continue monthly learning walks
- Conduct monthly book talks on best practices
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

March 2009

- Spring MAP Administration (Benchmark)
- Continue monthly learning walks
- Conduct monthly book talks on best practices
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

April 2009

- Continue monthly learning walks
- Conduct monthly book talks on best practices
- Continue weekly cold text assessments
- Continue after-school program
- Provide reading interventions to targeted groups

May 2009

- Continue monthly learning walks
- Continue weekly cold text assessments
- Provide reading interventions to targeted groups

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 15% of students in grades 3-5 will have increased their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement Compass Learning Odyssey program with RIT focus groups to work on specific skills identified by MAP data	Teachers, Curriculum Facilitator, Principal	September 2008	<ul style="list-style-type: none"> Weekly Class reports from Compass Learning software (Teachers) ⇒ To ensure students are completing assignments successfully Analysis of MAP data three times a year (Teachers, Principal, Technology Coach) ⇒ To differentiate instruction and set up RIT groups based on disaggregated data
Implement weekly Cold Text assessments to evaluate students' reading comprehension strategies	Teachers, Curriculum Facilitator, Principal	September 2008	<ul style="list-style-type: none"> Grade level teams create weekly cold text assessments (Grade Level Teachers) ⇒ To give students more practice with reading comprehension Lead teacher submits assessments weekly to Curriculum Facilitator for review and feedback to teachers (Lead Teachers, Curriculum Coordinator) ⇒ To review rigor of assessments Monthly InteGrade Pro reports on Cold Text assessments (Curriculum Facilitator, Principal) ⇒ To check students' success on assessments
Conduct one-on-one, student-led, goal setting conference between student and teacher to set MAP goals based on previous MAP RIT scores	Teachers, Students	September 2008	<ul style="list-style-type: none"> Completed individual student goal sheets that are developed, signed, and maintained by student and teacher and reviewed three times a year (Students, Teachers) ⇒ To ensure awareness of parents and students

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 10% of the students in the disabled sub-group who scored below basic on the 2007 PACT Math will have increased by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Increase grade level instructional time in math by reducing the number of pull-outs during the day	Special Ed. Teacher, Regular Ed. Teacher, Principal	September 2008	<ul style="list-style-type: none"> Regular Ed. Teacher's daily schedule (Regular Ed. Teacher) ⇒ To ensure adequate time is spent in math Special Ed. Teacher's daily schedule (Special Ed. Teacher) ⇒ To ensure IEP's are being followed
IEP Team will review and analyze individual student progress and adjust the instructional delivery method to better meet individual student's needs	Special Ed. Teacher, Regular Ed. Teacher, Parent, Principal	July 2008	<ul style="list-style-type: none"> IEP Conference Summary (Special Ed. Teacher) ⇒ To show parent participation and involvement
Implement Compass Learning Odyssey program with RIT focus groups to work on specific skills identified by MAP data	Teachers, Curriculum Facilitator, Principal	September 2008	<ul style="list-style-type: none"> Weekly Class reports from Compass Learning software (Teachers) ⇒ To ensure students are completing assignments successfully Analysis of MAP data three times a year (Teachers, Principal) ⇒ To differentiate instruction, and set up RIT groups
Implement after-school tutorial program utilizing the DesCartes Learning Continuum to reinforce specific skills identified by MAP data	Special Ed. Teacher, After-school Coordinator, After-School Teacher	October 2008	<ul style="list-style-type: none"> Initial data from TestView (After-school Coordinator) ⇒ To ensure the targeted subgroups are making progress Bi-monthly after-school student progress report (After-school Teacher) ⇒ To ensure teachers are making progress with students

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3: By April 1, 2009, 10% of African American students who scored basic or below basic will have increased their 2007 Reading PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement the Achieve 3000 reading software to improve student reading comprehension	Regular Ed. Teacher, Computer Lab Manager, Curriculum Facilitator	October 2008	<ul style="list-style-type: none"> Weekly teacher and classroom reports (Regular Ed. Teacher) ⇒ To ensure students are making progress Pre-post and post test reports which indicate lexile levels (Regular Ed. Teacher) ⇒ To show progress
Implement after school tutorial program utilizing the DesCartes Learning Continuum to reinforce specific skills identified by MAP data	After-school Coordinator, After-School Teacher	October 2008	<ul style="list-style-type: none"> Initial data from TestView (After-school Coordinator) ⇒ To ensure targeted subgroups are making progress Bi-monthly after-school student progress report (After-school Teachers) ⇒ To ensure teachers are making progress with students
Provide flexible grouping within classroom and/or grade level based on MAP RIT scores	Teachers, Curriculum Facilitator, Principal	October 2008	<ul style="list-style-type: none"> Master schedule which reflects grouping within class or grade levels (Principal) ⇒ To show time is set aside to work on areas of concern

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 100% of core teachers at McCormick Elementary School will have demonstrated mastery in the analysis of data (MAP, PACT, and Benchmarks) as evidenced by their data portfolio. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
On-going professional development activities for teachers to analyze data and utilize that data to modify instruction	Principal, Curriculum Facilitator, Teachers	August 2008	<ul style="list-style-type: none"> Professional development calendar by month (Principal) <ul style="list-style-type: none"> ⇒ To ensure teachers are up-to-date on portfolio Agendas and sign-in sheets for sessions (Principal) <ul style="list-style-type: none"> ⇒ To ensure teachers receive appropriate staff development Session evaluation / journals (Principal) <ul style="list-style-type: none"> ⇒ To ensure teachers are receiving what they feel they need Individual teacher data portfolios (Teachers) <ul style="list-style-type: none"> ⇒ To ensure that teachers are aware of student areas of concern and strengths in order to differentiate instruction
Grade level meeting with principal to discuss trends in data and share strategies to increase student achievement	Teachers, Principal	August 2008	<ul style="list-style-type: none"> Weekly team meeting notes which includes sign-in, agenda, collective responses, and journal writing assignments (Lead Teachers) <ul style="list-style-type: none"> ⇒ To ensure that data analysis is an ongoing process
One-on-one conference with teachers who have data which indicates lack of growth in student achievement	Teachers, Principal	August 2008	<ul style="list-style-type: none"> Anecdotal notes of individual teacher data and conferences (Principal) <ul style="list-style-type: none"> ⇒ To hold individual teachers accountable for student achievement
Classroom observations and feedback by principal and curriculum facilitator	Principal, Curriculum Facilitator	September 2008	<ul style="list-style-type: none"> Weekly Observation Schedule (Principal) <ul style="list-style-type: none"> ⇒ To ensure all teachers are utilizing the data during instruction Weekly Classroom Observation Feedback (Principal) <ul style="list-style-type: none"> ⇒ To make teachers aware of concerns and strengths

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, 80% of the students in grades 3-5 will have met two or more of their MAP growth goals as measured by Spring 2008 to Spring 2009 MAP RIT score comparisons.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Develop and initiate an incentive program to recognize students based on the number of goals met	Principal, Student Government	August 2008	<ul style="list-style-type: none"> Written incentive plan (Principal) ⇒ To encourage students to reach their MAP goals Monthly Student Government meeting notes (Principal) ⇒ To include students in decision making
Recognize students who have met MAP goals	Principal	February 2009	<ul style="list-style-type: none"> List of students who met goals (Principal) ⇒ To identify those who have met MAP goals Certificate for each goal met (Principal) ⇒ To motivate students
Publish the names of students who have met their MAP goals	Principal	February 2009	<ul style="list-style-type: none"> Publish names in school newsletter (Principal) ⇒ To motivate students Post names in visible location(s) in building (Principal) ⇒ To motivate students Submit names to local newspaper (Principal) ⇒ To motivate students
Provide staff development for teachers in the area of goal writing	Principal, Curriculum Facilitator	September 2008	<ul style="list-style-type: none"> Individual goal-setting conference forms (Curriculum Facilitator and Teachers) ⇒ To ensure understanding of goal conferencing purpose Staff development agenda (Principal) ⇒ To show evidence

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009 the district instructional staff will have provided academic technical assistance for 100% of core teachers to support and monitor student achievement and principal goals of the FSRP goals of McCormick Elementary. This will be measured by 15% of students in grades 3-5 increasing their predicted English Language Arts PACT performance by one level as measured by Spring 2008 to Spring 2009 MAP RIT scores correlated to PACT.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Conduct monthly learning walks to monitor the implementation of strategies and the instructional focus and rigor.	Director of Instruction	September 2008	<ul style="list-style-type: none"> • Learning walk rubric (Director of Instruction) ⇒ To identify areas of concern and strengths of teachers • Recommendations and commendations from district staff to principal (Director of Instruction) ⇒ To alert the principal to any areas of concerns and strengths • Principal feedback form (Principal) ⇒ To provide the principal an opportunity to respond • Record of conferences with principal (Director of Instruction) ⇒ To make sure all core teachers have participated in the learning walks
Provide staff development/training for the Curriculum Facilitator to assist teachers in curriculum development, data analysis and gathering resources.	Director of Instruction	September 2008	<ul style="list-style-type: none"> • Weekly district level instructional meeting agendas/minutes (Director of Instruction) ⇒ To make sure all areas are being met • Weekly school cohort meeting agendas (Curriculum Facilitator) ⇒ To make sure CF is bringing pertinent information and training back to the school level

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009 the district instructional staff will have provided professional development for 100% of core teachers to support student achievement goals at McCormick Elementary. This will be measured by 80% of the students in grades 3-5 meeting two or more of their MAP growth individual target goals as measured by Spring 2008 to Spring 2009 MAP RIT score correlation.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide staff development in data analysis, differentiation and standards support to enhance and increase instructional rigor.	Director of Instruction, Curriculum Facilitator	September 2008	<ul style="list-style-type: none"> Professional calendar (Director of Instruction) ⇒ To allot staff development most effectively district-wide Weekly agendas (Director of Instruction) ⇒ To provide a record of staff development Exit slips (Director of Instruction) ⇒ To receive feedback from teachers to guide subsequent staff development
Provide staff development in reading instruction.	Director of Instruction, Curriculum Facilitator, Literacy Coordinator	August 2008	<ul style="list-style-type: none"> Professional calendar (Director of Instruction) Agendas (Director of Instruction) Exit slips (Director of Instruction)
Provide staff development on math instruction.	Director of Instruction, Curriculum Facilitator	July 2008	<ul style="list-style-type: none"> Professional calendar (Director of Instruction) Agendas (Director of Instruction) Exit slips (Director of Instruction)

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Achieve 3000 – a web-based individualized reading and writing instruction solution that reaches students at their Lexile level

Benchmarks – mini assessments given to students at specified intervals to assess student progress

Cold Text Assessments – teacher created assessments which include reading passages that have not previously been used in classroom instruction

Compass Learning Odyssey – a web based software application which provides standards based instruction and assessment in language arts and math

DesCartes Learning Continuum – an instructional guide based on Measures of Academic Progress assessment which enables teachers to provide targeted instruction for individual students or groups of students

Differentiated Instruction – instruction that is provided on the student's individual academic needs

Dominie – a reading assessment that measures fluency and comprehension in reading

English Language Arts (ELA) – PACT writing and reading composite assessment (as referred to in this document)

External Review Team (ERT) – a committee of two qualified educators provided by the State Department of Education from the Office of Teacher Quality to work with schools to collaborate and assist them in the development of their Focused School Renewal Plan

Flexible Grouping – a means of grouping which allows teachers to instruct on the basis of learning needs as determined by assessment data and benchmarks

Focused School Renewal Plan (FSRP) – goals that will enable the assigned school to improve instructional effectiveness of teachers and student learning through evidence-based strategies / practices, resulting in increased student achievement

Individualized Education Plan (IEP) – an instrument used for students who have been identified as special needs which is a legal document that becomes a contract between parents, students, and the school district

InteGrade Pro – software used by teachers to manage and report student grades

Lexile Level – a score that helps identify reading material that is at an appropriate difficulty level for an individual student

Measures of Academic Progress (MAP) – a state aligned computerized adaptive assessments that provide accurate, useful, information about student achievement and growth

National Percentile Rank – a score which represents the percentage of students in the national norm group that scored below a given student's score

Northwest Evaluation Association (NWEA) – a national non-profit organization which provides research-based assessments, professional training, and consulting services to improve teaching and learning

Palmetto Achievement Challenge Test (PACT) – the assessment used by the state of South Carolina to measure student achievement

Rasch Unit (RIT) – a curriculum scale that uses the individual item difficulty values to estimate student achievement based on their performance on Measures of Academic Progress (MAP) assessments

Reading Interventionist – a person who specializes in the teaching of reading strategies

School Leadership Team (SLT) – a committee of teachers and administrators who have exhibited leadership and possess expertise and experience within the school; which examines all student / school data to determine school needs as they relate to increasing student achievement and translating needs into measurable time-bound goals

Southern Association of Colleges and Schools (SACS) – an accreditation agency that evaluates and accredits schools, colleges and districts based on established criteria

TestView – software used by school staff to collect and analyze data related to student performance and achievement